From:	Johanna Ogden
To:	HSSframework
Subject:	2014-2015 Draft History-Social Science Curriculum Framework : Public Comments
Date:	Monday, December 01, 2014 8:49:57 AM

Good morning,
My apologies for the lateness of remarks regarding this important issue for the California schools. I am an historian working on a book for the University of Washington about the lives of early East Indian (and largely Sikhs from the Punjab) who lived along the Columbia River and, among other important things, were critical instigators for the founding of the Ghadar Party, an early nationalist organization fighting for India's independence from England. I also initiated and organized the centenary celebration of that party in Astoria, Oregon, a 3-day celebration culminating in a permanent plaque on that city's waterfront.
I would like to comment on the following:

7) Grade-8, Page 241, lines 2375-77:

"The Gold Rush in California and agricultural labor in Hawaii spurred Chinese, Korean, Japanese, Filipino, Hindu, and Sikh South Asian (Hindu and Sikh) immigration to the United States. Eventually the Chinese Exclusion Act (1882) and the Immigration Act of 1917 greatly limited Asian entry to the United States. California built the immigration station at Angel Island to facilitate the process of Asian admissions." Need discussion.

There is much to be said about this section. First, that it was a myriad of forces that brought those varied people to California to work, including conditions in their home countries and developments in Australia, New Zealand and Natal, which were particularly important to the trajectory of East Indians. But it would seem most important to me that kids come away with an understanding that a) one cannot understand the history of the Western U.S. without considering the migration and contributions of these many peoples. In other words, they are not simply an "add-on" to established history but require a rethinking of that very history and its narrative arc which tends to focus on an westward migration internal to the U.S.; b) it is impossible to fully understand how Western citizens understand themselves/ourselves without considering the hows and whys of the history of other peoples (Chinese, East Indians, et al) which were integral to the region has been sidelined or silenced. As many writers have observed, the making of the "other" is equally the constitution of the citizen. Such issues echo through time and thus argue for the importance of grasping them at their core.

I applaud the California Schools for taking this important step and look forward to the ways in which this important proposal is expanded and instituted.

Best,

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